



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 11231328
SAU: Orono School Department
School: Asa C Adams School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

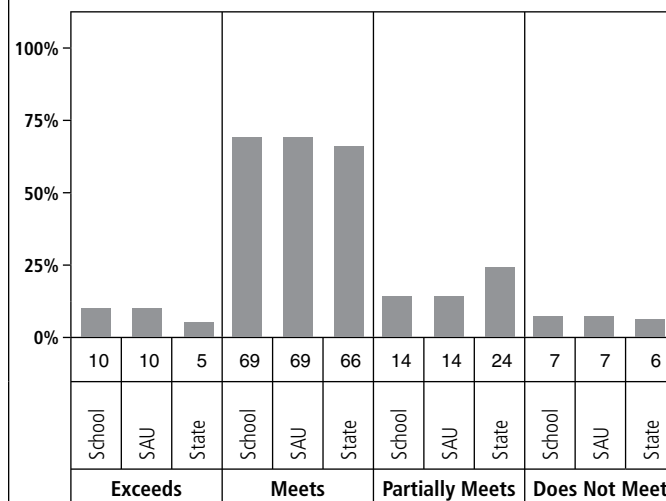
SAU: Orono School Department

School: Asa C Adams School

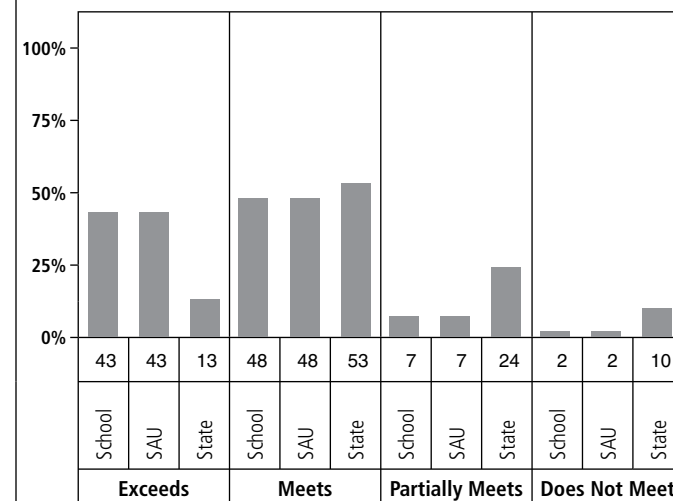
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	450	450	445
2007–2008	446	447	445
2008–2009	449	449	446
Cum. Avg.*	449	449	445
Mathematics			
2006–2007	452	452	445
2007–2008	446	446	445
2008–2009	457	457	446
Cum. Avg.*	452	452	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: Orono School Department
School: Asa C Adams School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	42	100	42	100	13805	100	42	100	42	100	13737	100	42	100	42	100	13746	100						
Ethnicity African American/Black	1	2	1	2	419	3	1	100	1	100	410	98	1	100	1	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	3	7	3	7	229	2	3	100	3	100	223	97	3	100	3	100	227	99						
Hispanic	1	2	1	2	149	1	1	100	1	100	148	99	1	100	1	100	148	99						
Caucasian/White	37	88	37	88	12883	93	37	100	37	100	12832	100	37	100	37	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	6	14	6	14	2383	17	6	100	6	100	2366	100	6	100	6	100	2364	99						
Current LEP	1	2	1	2	377	3	1	100	1	100	362	96	1	100	1	100	373	99						
Economically disadvantaged	9	21	9	21	5819	42	9	100	9	100	5782	99	9	100	9	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	36	86	36	86	10439	76	36	86	36	86	10471	76						
Identified disability (PET/IEP)	1	3	1	3	351	3	1	3	1	3	367	4						
LEP	1	3	1	3	171	2	1	3	1	3	172	2						
504 plan	2	6	2	6	92	1	2	6	2	6	90	1						
Participation with accommodations	6	14	6	14	3142	23	6	14	6	14	3138	23						
Identified disability (PET/IEP)	5	83	5	83	1860	59	5	83	5	83	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	1	17	1	17	1060	34	1	17	1	17	1043	33						
Participation through alternate assessment (PAAP)	0	0	0	0	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	0	0	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	0	0	57	0	0	0	0	0	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: Orono School Department
School: Asa C Adams School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	5	9	5	9	507	4
	2007-2008	2	5	2	5	559	4
	2008-2009	4	10	4	10	672	5
	Cum. Total*	11	8	11	8	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	41	76	41	76	8749	63
	2007-2008	23	59	23	61	8308	59
	2008-2009	29	69	29	69	8917	66
	Cum. Total*	93	69	93	69	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	6	11	6	11	3467	25
	2007-2008	10	26	10	26	3922	28
	2008-2009	6	14	6	14	3241	24
	Cum. Total*	22	16	22	16	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	2	4	2	4	1165	8
	2007-2008	4	10	3	8	1264	9
	2008-2009	3	7	3	7	751	6
	Cum. Total*	9	7	8	6	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	33.8	70.4	33.8	70.4	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	16.9	70.4	16.9	70.4	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	16.9	70.4	16.9	70.4	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Orono School Department
 School: Asa C Adams School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	42	4	10	29	69	6	14	3	7	449	42	10	69	14	7	449	13581	5	66	24	6	446
Ethnicity																						
African American/Black	1										1						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	3										3						221	9	62	22	7	447
Hispanic	1										1						146	1	64	28	6	445
Caucasian/White	37	3	8	26	70	5	14	3	8	449	37	8	70	14	8	449	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	2	33	2	33	2	33	437	6	0	33	33	33	437	2211	1	39	42	18	439
No	36	4	11	27	75	4	11	1	3	451	36	11	75	11	3	451	11370	6	71	20	3	448
Current LEP																						
Yes	1										1						357	3	42	36	19	440
No	41	4	10	29	71	5	12	3	7	449	41	10	71	12	7	449	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	9	0	0	5	56	2	22	2	22	437	9	0	56	22	22	437	5677	2	57	32	9	443
No	33	4	12	24	73	4	12	1	3	452	33	12	73	12	3	452	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	42	4	10	29	69	6	14	3	7	449	42	10	69	14	7	449	13575	5	66	24	6	446
Gender																						
Female	16	2	13	11	69	2	13	1	6	449	16	13	69	13	6	449	6580	7	68	21	5	448
Male	26	2	8	18	69	4	15	2	8	449	26	8	69	15	8	449	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	7	64	4	36	0	0	445	11	0	64	36	0	445	2127	1	48	42	9	441
No	31	4	13	22	71	2	6	3	10	451	31	13	71	6	10	451	11454	6	69	20	5	447
Gifted/talented program																						
Yes	3										3						324	27	72	1	0	458
No	39	3	8	27	69	6	15	3	8	448	39	8	69	15	8	448	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Orono School Department

School: Asa C Adams School

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
How much homework do you do on school nights?																							
A. none	0										0						4	2	45	36	17	441	
B. less than one hour	83	3	9	26	74	4	11	2	6	450	83	9	74	11	6	450	75	5	67	23	4	447	
C. one to two hours	14	1	17	3	50	1	17	1	17	445	14	17	50	17	17	445	18	5	67	23	5	447	
D. more than two hours	2	0	0	0	0	1	100	0	0	440	2	0	0	100	0	440	2	3	45	36	16	442	
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	49	3	15	15	75	2	10	0	0	454	49	15	75	10	0	454	40	8	71	17	4	449	
B. good	39	1	6	10	63	4	25	1	6	446	39	6	63	25	6	446	45	3	66	25	5	446	
C. fair	10	0	0	3	75	0	0	1	25	444	10	0	75	0	25	444	13	1	54	35	10	442	
D. poor	2	0	0	0	0	0	0	1	100	428	2	0	0	0	100	428	2	0	39	42	19	439	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	54	2	9	15	68	4	18	1	5	450	54	9	68	18	5	450	31	8	69	19	4	448	
B. They match some of what I have learned.	41	2	12	11	65	2	12	2	12	448	41	12	65	12	12	448	53	4	68	23	4	447	
C. They match just a little of what I have learned.	5	0	0	2	100	0	0	0	0	446	5	0	100	0	0	446	11	2	54	35	10	442	
D. There is no match.	0										0						4	1	39	40	20	439	
How hard was the reading part of this test?																							
A. harder than my regular schoolwork	18	0	0	5	71	0	0	2	29	440	18	0	71	0	29	440	19	4	54	31	11	443	
B. about the same as my regular schoolwork	55	3	14	15	68	3	14	1	5	451	55	14	68	14	5	451	63	6	69	22	4	447	
C. easier than my regular schoolwork	28	1	9	7	64	3	27	0	0	450	28	9	64	27	0	450	18	4	68	23	5	446	
How hard were the reading passages on this test?																							
A. Most of the passages were harder than what I normally read.	8	0	0	1	33	0	0	2	67	426	8	0	33	0	67	426	13	0	39	43	17	439	
B. Most of the passages were about the same as what I normally read.	40	0	0	12	75	3	19	1	6	446	40	0	75	19	6	446	52	4	69	24	4	446	
C. Most of the passages were easier than what I normally read.	53	4	19	14	67	3	14	0	0	454	53	19	67	14	0	454	35	9	72	16	3	449	
How much time do you spend reading at home each day?																							
A. more than one hour	19	2	25	5	63	1	13	0	0	456	19	25	63	13	0	456	21	8	68	19	5	448	
B. 20 minutes to an hour	60	1	4	19	76	4	16	1	4	448	60	4	76	16	4	448	55	5	70	21	4	447	
C. less than 20 minutes	14	1	17	3	50	1	17	1	17	448	14	17	50	17	17	448	13	2	57	33	8	443	
D. I rarely read at home.	7	0	0	2	67	0	0	1	33	441	7	0	67	0	33	441	11	1	51	37	11	442	
How many pages do you read in school and to complete homework assignments?																							
A. five or fewer pages	14	0	0	5	83	0	0	1	17	445	14	0	83	0	17	445	25	3	59	30	8	444	
B. six to ten pages	24	0	0	7	70	1	10	2	20	443	24	0	70	10	20	443	24	4	64	26	6	445	
C. eleven or more pages	62	4	15	17	65	5	19	0	0	452	62	15	65	19	0	452	51	7	70	20	4	448	
Optional school/SAU question																							
A.	0										0												
B.	0										0												
C.	100	0	0	1	100	0	0	0	0	448	100	0	100	0	0	448							
D.	0										0												

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: Orono School Department
School: Asa C Adams School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	14	25	14	25	1054	8
	2007-2008	4	10	4	11	1321	9
	2008-2009	18	43	18	43	1712	13
	Cum. Total*	36	26	36	27	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	27	49	27	49	7394	53
	2007-2008	24	62	24	63	7079	51
	2008-2009	20	48	20	48	7270	53
	Cum. Total*	71	52	71	53	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	11	20	11	20	3729	27
	2007-2008	4	10	4	11	3955	28
	2008-2009	3	7	3	7	3219	24
	Cum. Total*	18	13	18	13	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	3	5	3	5	1735	12
	2007-2008	7	18	6	16	1642	12
	2008-2009	1	2	1	2	1408	10
	Cum. Total*	11	8	10	7	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	37.5	78.1	37.5	78.1	30.8	64.2
A. Number	20	42	16.3	81.5	16.3	81.5	12.5	62.5
B. Data	8	17	6.3	78.8	6.3	78.8	5.3	66.3
C. Geometry	10	21	7.4	74.0	7.4	74.0	6.5	65.0
D. Algebra	10	21	7.5	75.0	7.5	75.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Orono School Department
 School: Asa C Adams School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	42	18	43	20	48	3	7	1	2	457	42	43	48	7	2	457	13609	13	53	24	10	446
Ethnicity																						
African American/Black	1										1						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	3										3						225	22	45	20	12	448
Hispanic	1										1						147	3	58	30	10	443
Caucasian/White	37	15	41	19	51	2	5	1	3	457	37	41	51	5	3	457	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	6	1	17	3	50	1	17	1	17	443	6	17	50	17	17	443	2227	3	34	33	30	437
No	36	17	47	17	47	2	6	0	0	460	36	47	47	6	0	460	11382	14	57	22	7	448
Current LEP																						
Yes	1										1						370	7	35	31	27	439
No	41	18	44	20	49	2	5	1	2	458	41	44	49	5	2	458	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	9	2	22	5	56	2	22	0	0	450	9	22	56	22	0	450	5704	6	48	30	16	442
No	33	16	48	15	45	1	3	1	3	459	33	48	45	3	3	459	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	42	18	43	20	48	3	7	1	2	457	42	43	48	7	2	457	13603	13	53	24	10	446
Gender																						
Female	16	7	44	8	50	1	6	0	0	459	16	44	50	6	0	459	6591	12	54	24	11	446
Male	26	11	42	12	46	2	8	1	4	456	26	42	46	8	4	456	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	1	9	8	73	2	18	0	0	451	11	9	73	18	0	451	2131	3	41	38	18	440
No	31	17	55	12	39	1	3	1	3	460	31	55	39	3	3	460	11478	14	56	21	9	448
Gifted/talented program																						
Yes	3										3						324	64	34	2	0	464
No	39	15	38	20	51	3	8	1	3	456	39	38	51	8	3	456	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Orono School Department

School: Asa C Adams School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	4	37	30	28	438
B. less than one hour	83	17	49	16	46	2	6	0	0	460	83	49	46	6	0	460	75	13	55	23	9	447
C. one to two hours	14	1	17	3	50	1	17	1	17	446	14	17	50	17	17	446	18	12	54	24	10	446
D. more than two hours	2	0	0	1	100	0	0	0	0	450	2	0	100	0	0	450	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	50	15	71	5	24	1	5	0	0	465	50	71	24	5	0	465	37	22	56	16	7	451
B. good	38	3	19	11	69	1	6	1	6	451	38	19	69	6	6	451	45	9	56	25	9	446
C. fair	12	0	0	4	80	1	20	0	0	449	12	0	80	20	0	449	14	3	46	34	17	440
D. poor	0										0						3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	57	14	58	7	29	3	13	0	0	462	57	58	29	13	0	462	35	19	56	19	7	450
B. They match some of what I have learned.	40	4	24	13	76	0	0	0	0	455	40	24	76	0	0	455	51	11	56	25	8	446
C. They match just a little of what I have learned.	0										0						10	5	43	31	21	440
D. There is no match.	2	0	0	0	0	0	0	1	100	400	2	0	0	0	100	400	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	7	0	0	3	100	0	0	0	0	449	7	0	100	0	0	449	17	5	44	31	20	441
B. about the same as my regular schoolwork	67	10	36	15	54	3	11	0	0	457	67	36	54	11	0	457	62	13	57	23	7	448
C. easier than my regular schoolwork	26	8	73	2	18	0	0	1	9	461	26	73	18	0	9	461	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	0	0	0	0	1	100	0	0	440	2	0	0	100	0	440	7	6	36	32	27	438
B. 30–45 minutes	19	1	13	7	88	0	0	0	0	456	19	13	88	0	0	456	25	7	52	28	12	444
C. 45–60 minutes	55	12	52	9	39	1	4	1	4	457	55	52	39	4	4	457	38	14	56	22	8	448
D. more than 60 minutes	24	5	50	4	40	1	10	0	0	461	24	50	40	10	0	461	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	1	100	0	0	0	0	446	2	0	100	0	0	446	3	4	36	31	28	438
B. two or three days a week	5	1	50	1	50	0	0	0	0	461	5	50	50	0	0	461	12	13	51	26	10	446
C. two or three times each month	48	9	45	8	40	2	10	1	5	456	48	45	40	10	5	456	32	15	58	20	7	449
D. never or almost never	45	8	42	10	53	1	5	0	0	459	45	42	53	5	0	459	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	14	3	50	2	33	1	17	0	0	459	14	50	33	17	0	459	26	12	50	25	13	445
B. two or three days a week	38	7	44	7	44	2	13	0	0	457	38	44	44	13	0	457	32	14	57	21	7	448
C. two or three times each month	33	8	57	5	36	0	0	1	7	459	33	57	36	0	7	459	26	13	56	22	8	448
D. never or almost never	14	0	0	6	100	0	0	0	0	453	14	0	100	0	0	453	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	1	100	0	0	0	0	0	0	464	100	100	0	0	0	464						
D.	0										0											

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